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ABSTRACT

This bibliography identifies eighty-eight documents, books, and papers deemed of interest to those engaged or interested in participatory research. Emphasis is placed on original papers by persons who are engaged in a participatory research process in order to facilitate communication among practitioners. Entries include bibliographic information and a brief annotation; availability is indicated whenever possible. Addresses for some of the source publications and for regional coordinators of the International Council for Adult Education's Participatory Research Project are listed. References are organized into six sections: general, Africa, Asia-South Pacific, Europe, Latin America, and North America. Two journals which regularly publish material on participatory research are also listed. (YLB)

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SELECT AND ANNOTATED BIBLIOGRAPHY ON PARTICIPATORY RESEARCH

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December, 1977

The Participatory Research Project
of the
International Council for Adult Education

Toronto, Canada

WORKING PAPER NO. 4

ANNOTATED BIBLIOGRAPHY

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INTRODUCTION

This bibliography represents a selection of some of the documents, books and papers of direct interest to those engaged or interested in participatory research. This bibliography has emphasized original papers by persons who are engaged in a participatory research process in order to facilitate communication amongst practitioners. We have tried whenever possible to indicate where the publications are available. Those articles marked with an asterisk (*) are available in limited supply from the Network Coordinator, Participatory Research Project, 29 Prince Arthur Avenue, Toronto, Ontario Canada, at a cost of U.S. $0.12 per page.

The following are useful addresses for some of the publications listed herein, and as sources for information in the field generally.

1. Centre for International Education
   University of Massachusetts
   Hills House South
   Amherst, Massachusetts, USA 01002

2. IDAC
   27 chemin des Crêts
   1218 Grand Saconnex
   Geneva, Switzerland

3. Fundarco (for all Cartagena papers)
   (Dr. Orlando Fals Borda)
   Apartado Aereo 52508
   Bogota, Colombia

4. FFHC/Action for Development
   F A O
   00100 Rome, Italy
   (publishers of Ideas and Action Bulletin)

Other useful addresses include those of the regional coordinators of the International Council for Adult Education's Participatory Research Project:

1. Jan de Vries
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   Amersfoort Postbus 351
   The Netherlands

2.

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University of Madras
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Caracas, Venezuela

We welcome additions, comments and suggestions, and involvement of persons who are engaged or interested in action research processes which focus on community of group control of analysis and interpretation.

ACKNOWLEDGEMENTS

While this bibliography represents a cooperative effort by the entire Participatory Research Group in Toronto, several persons need to be singled out for special thanks: Jennie Mansfield, who was the main coordinator, and Dianne Correia, the Network Coordinator, who chased down references, and typed the draft.

December, 1977
Participatory Research Project

GENERAL

Barndt, Deborah Dilemmas of a Participatory Researcher (no date), 4p.*

Excerpts from field notes that are reflections on the role and relationships of the researcher: ethical and political issues around gathering data, how the researcher-participant relationship can move to include mutual critique. Reflections on the notes trace the evolution of a more participatory research style and process.

..... Photography and Cross-Cultural Experiences (no date), A Newstatements Publication, Quebec, Canada, 11p.*

A very practical manual directed to anyone who sees him/herself undertaking a cross-cultural experience (as a traveller, development worker, community member) and plans to use a camera in the process. Attempts to sensitize the reader and would-be photographer to some ethical and political issues around using cameras in other cultures (taboos, beliefs, technological invasion), and suggests a number of ways the camera can be used as a learning tool, to learn more about yourself as well as about other cultures.

..... Toward a Visual Study of Reality (February, 1974), Michigan State University, 67p.*

This study explores the viability of a "visual sociology": 1) examining first the historical reasons that visual and nonverbal forms have not been predominant in social science inquiry, and the obstacles and potential for developing visual research; 2) undertaking a sociology of the visual, considering issues of perception and meaning, interaction dynamics of photographing, the politics and social organization of film; 3) suggesting a myriad of ways visuals could be incorporated into stages of research: experimental, survey and field research.

..... Visuals Interventions in a Participatory Research Process: How a Camera Can Enrich Interaction and Inquiry (1978), Toronto: Participatory Research Project Working Paper No. 5*

Seven specific uses of photographs and film in a field research study of adult literacy programs in Peru are described. A concrete example of each use is given in anecdote form, accompanied by illustrative photos. In each case, there is a consideration of the potential of the visual to stimulate more dynamic interaction and a collective inquiry.

Becker, Howard S. Whose Side Are We On? (no date), 9p.*

This paper argues that "pure objectivity" in social sciences, uncontaminated by personal and political sympathies, is impossible - so therefore the basic question must be "whose interests should we serve?". We should therefore act according to our commitments rather than pretend neutrality.

Berreman, Gerald D. Is Anthropology Alive? Social Responsibility in Social Anthropology (no date), Berkeley: University of California, 15p.*

In this address, Berreman attacks the "neutral" position taken by many social scientists with regard to the outcomes of and uses for their work. He claims that neutrality in science is illusory - emphasizing that to say nothing is as much a significant act as to say something. Social scientists must take responsibility for their work, both for the work that they accept and also for the uses to which the results of their work are put. It is "fear of commitment" and not "scientific objectivity" which prevents people from making commitments, he claims. Anthropology is not dead, he states, but adherence to "value-free" social science, if it persists, could very well deaden it.

Bodemann, Y.M. Critiques and Paradigms of Sociological Practice (Cartagena, April, 1977), 52p. (Available from the author, Department of Sociology, University of Toronto, Toronto, Ontario Canada.)

This paper addresses the contradictions submerged in participant observation methods used by sociologists and anthropologists. He indicates that political naivete and/or failure to acknowledge it aids in continuing domination patterns albeit under cover of paternalistic humanism. He proposes that researchers be involved fully, that they be politically aware and reflective, not losing sight of the "primary focus...the end of the misery which it observes".

..... The Fulfillment of Field Work in Marxist Social Science (September, 1977), Toronto: University of Toronto, 20p.

The paper reviews literature and concludes that in Marxist sociology, the fieldworker: 1)participates fully, unprotected, and self-reflexive in the setting he studies; 2)immediately feeds back observations made and makes comparisons with praxis as the criterion of truth; 3)to the extent that his observations are valid, contributes to the transformation of the setting; 4)intervenes actively by presenting clarified options to a community deprived of options.

Bodenheimer, Susanne J. The Ideology of Developmentism: American Political Science's Paradigm-Surrogate for Latin American Studies (May, 1969), Berkeley: Center for Latin American Studies, 43p.

Bodenheimer stretches the bare outlines of the dependency model in order to suggest the vast field which lies behind the paradigm-surrogate. The purpose of the model she proposes is to establish basic categories for analysis of concrete situations, to highlight certain significant phenomena and relationships which have received insufficient attention in the dependency model, and to lay the basis for the formulation of empirical testable hypotheses about concrete research problems.

Borda, Orlando Fals For Praxis: The Problem of How to Investigate Reality in Order to Transform It (Cartagena, April, 1977), 57p.

This very important paper, done by one of the leading writers on action research, traces the epistemological and methodological developments of Fals Borda and his colleagues during the 1970-1976 period of experimentation and analysis. His analysis provides theoretical support with discussions on: causality, verification of knowledge, empiricism, objective

reality, concepts and critical social science. He emphasizes that "the ultimate criterion of validity of scientific knowledge is praxis". He further discusses the experiences in 5 or 6 areas of Colombia doing research with worker or peasant unions. The experience stressed the importance of putting research results into the hands of the people in a manner they understand, offering training in methodology for cadres, and linking research to permanent political organizations in the areas where work is being done.

Burges, Bill Facts for a Change - Citizen Action Research for Better Schools (1976), Boston: Institute for Responsive Education, 191p.

This handbook describes fact-finding methods for citizens promoting educational change, such as participant observation, interviewing, using documents, doing surveys. Also discussed are setting up a research committee, identifying the research problem, analyzing facts, and developing proposals for change based on community research. An annotated list of institutions and materials relevant to action research is presented, plus 28 action-research checklists, questionnaires and sample exercises are proposed.

Cain, Bonnie J. Participatory Research: Research with Historic Consciousness (April, 1977), Toronto:Participatory Research Project Working Paper No.3*

The author traces the development of research with people, rather than on people for academicians. Two researching skills are considered critical to participatory research: awareness of assumptions the researcher takes as baggage into the process, and an awareness of one's observational patterns; these two skills are continually reviewed and clarified.

Callaway, Helen Research for Development: Adult Learners within their Cultural Setting (June, 1975), 9p.*

This paper criticizes conventional research in international development as intellectual imperialism, and reviews certain recent alternatives. The need to involve learners is stressed (Nyerere, Freire and others). It provides a general overview of issues of development. (Prepared for the Dar es Salaam Conference on Adult Education and Development.)

Carr-Hill, Roy A. Developing Educational Services for the Needs of Population Groups: Testing Some Concepts (June, 1974), UNESCO:Division of Educational Policy and Planning, 58p.

This paper provides a good review of many critiques of the educational process and offers an example of the use of questionnaires for stimulating interest in reflection about the importance of education for disadvantaged groups. Experiment done in U.K.(Brighton).

Darcy de Oliveira, R. and Darcy de Oliveira, M. The Militant Observer: A Sociological Alternative (1975), Geneva: IDAC Document 9, 36p. (also in Hall, B. and Gillette, A., eds., Creating Knowledge: A Monopoly?).

This monograph systematically presents methodology of militant observation. Important themes discussed are the need for commitment to work with an oppressed group to change social reality, the synthesis between study of a social change process and involvement in that process, methods of collecting information and forming tentative hypotheses, the systematic

organization of information to be returned for the group's reflection, the use of visual or graphic expressions of significant points, the need for the militant observer to maintain a critical distance, and the judgment of theory in relation to its capacity for providing answers to concrete problems of everyday life.

Darkenwald, Gordon G. Field Research and Grounded Theory (1973), New York: Columbia University Center for Adult Education, 19p.

Grounded theory is described and illustrated and set into a brief historical context. The generation of theory can also be combined with more traditional forms of inquiry, such as survey, with the one informing the other and vice versa.

Freire, Paulo Pedagogy of the Oppressed (1972), New York:Herder and Herder.

This book is considered the most generative statement of the "conscientization" thought of Paulo Freire, and Freire himself admits continual growth beyond some of its early tenets. Based on the experience of teaching illiterates not only to read and write but to articulate and act upon their social situation, a theory of the relationship between oppressive systems and oppressive relationships (specifically, the teacher-student) is developed. Learning is seen as a political process, dialectically relating the person to the world, through action and reflection (or praxis).

..... Conscientization: Cultural Action for Freedom (Parts I, II, and III) (1971), Cambridge (Mass.): Harvard Educational Review.

These are important references for those wishing to use Freire's methodology in development situations. Freire rejects mechanistic conceptions of the adult literacy process, advocating a theory and practice based on authentic dialogue between teachers and learners. He puts a new perspective on the learning circle, the role of both teacher and learner, and more importantly the objectives of learning itself.

In the third section, Freire considers the philosophical basis and the social context of his own thought. He discusses the emergence of the masses into the political process in the third world and analyzes the levels of consciousness which characterize that emergence. He also discusses the nature and function of a truly liberating education.

..... Research Methods (1974), Tehran: I I A L M Literacy Discussions, 11p. (also in Hall, B. and Gillette, A., eds., Creating Knowledge: A Monopoly?).

Excerpts from a seminar at the University of Dar es Salaam where Freire suggests adult education research can be conducted by teams in honest dialogue with the people, involving a series of smallgroup discussions, the detailed keeping of records, the reporting of these discussions to a general assembly in a way that the people see thay are able to do - to investigate - that which previously only experts had done. Critical study by the research team of the report follows, then a joint proposal by the people and the team for action would be the final stage of the research process.

Fullan, Michael, Eastbrook, Glenn, and Bliss, John Action Research in the Schools: Involving Teachers and Students in Classroom Change (1976), prepared for Carlton, Colley and Mackinnon, eds., Education in a Changing Canadian Society (Gage).

This is a case study of action research for change in a school setting. The assumptions and ethical and methodological principles of such research are described, together with the problems encountered and results. The researchers identified six stages in action research for change: 1) establishing a relationship, 2) identifying areas of concern, 3) gathering data, 4) feedback of data, 5) attempts at change, 6) evaluation of the program. These stages are discussed in some detail. The researchers conclude by identifying constraints and resources of such research.

Goodlad, Sinclair Academic Voyeurism (1977), (adapted from Vol.5, No.2 of Synergist, Journal of the National Student Volunteer Program of the U.S. agency Action), 2p.

A critique of research as a form of voyeurism which should be treated as pathological. "A voyeur gets private satisfaction from watching other people's activity. Voyeurism is self-indulgent, parasitic and sterile." "Academic voyeurism" may be defined as the study of other people's problems for the self-gratification of the student. It too is self-indulgent, parasitic and sterile. Academic voyeurism occurs when intolerable social situations are regarded as sources of data.

Grabowski, Stanley (ed.) Paulo Freire: A Revolutionary Dilemma for the Adult Educator (1972), Syracuse: Syracuse University, Publications in Continuing Education and ERIC Clearinghouse on Adult Education.

This is a collection of readings centering on the work of Paulo Freire. Six contributors have presented their perceptions of Freire's philosophical assumptions as they relate to adult education. A partially quotational bibliography appears at the end of the publication, giving a rather comprehensive selection of the increasing body of literature by and about Freire.

Hall, Budd L. Participatory Research: An Approach for Change (October, 1975), in Convergence, International Council for ADult Education, Vol.VIII, No.3, 5p.

The basic article on participatory research with critique of traditional research and proposed principles for basing a new approach. Issues a call for cooperation in the area of alternative research approaches for improved scientific accuracy and application of committed action.

..... Creating Knowledge: Breaking the Monopoly (1977), Toronto: Participatory Research Project Working Paper No.1, 15p.*

This paper begins with a brief analysis of research as part of the international market economy and the need for knowledge to be created by people at a grassroots base. Includes principles of participatory research and a case study of a grain storage project in Tanzania.

Hall, Budd L. and Gillette, A. (eds.) Creating Knowledge: A Monopoly? (1978), Toronto: International Council for Adult Education and International Institute for Adult Literacy Methods (also being published in French, Spanish, and Persian).

8.

This book of readings describes the developments of the concepts of participatory research with case studies from Canada, England, Tanzania, Indonesia, Senegal and Chile. Theoretical articles by Hall, Freire, Swantz, Rahnema, Picon and Yousif. Emphasis is on the analysis of problems by those experiencing them.

Himmelstrand, Ulf Action Research as Applied Social Science: Scientific Value, Practical Benefits and Abuses (at Cartagena, April, 1977), 24p. (available from the author, Department of Sociology, University of Uppsala, Uppsala, Sweden).

Himmelstrand approaches questions regarding the scientific value and practical usefulness of action research within a general discussion of the nature of applied social science. He distinguishes the areas of research where the latter can be applied in technological terms (positivistic sociology) and non-technological (hermenutic sociology) and concludes that both approaches are needed in applied sociology. The main question is to delimit the proper domains of each approach and the relationship between the two. A dialectic approach to social science applications combining elements of positivistic, hermenutic and action research is outlined, and subsequently distinguished from reproductive action research. The criteria of validity which exist (or need further development) for each type of action research are then cited. The paper concludes with a discussion of the potential of abuse of the social sciences with particular relevance to hermenutic and action research studies.

Holmes, John "Thoughts on Research Methodology" (October, 1976), in Studies in Adult Education, Vol.8, No.2, 1976, 15p.

Questions the appropriateness of various adult literacy methods, particularly the positivistic approach; brings out problems to be considered in any research methodologies dealing with adult learners. This article provides the theoretical basis for the evaluation of the national literacy campaign in Britain in 1975-1976.

Institute of Development Studies Critique of Pure Neutrality (1975), Brighton: University of Sussex, 4p.

This paper explodes the myth of objectivity in social sciences, in technology and in statistics as serving to justify and mystify the interests of capitalism. The social sciences are used to "legitimize" and by manipulating figures, to create a mystique of authority around the ideology of capitalism.

Jackson, Ted Resource Imperialism, Indigenous Resistance and the role of Adult Education: A Canadian Working Paper (May, 1977), Toronto: OISE Department of Adult Education, 32p.*

This working paper outlines cases of indigenous resistance to resource capitalism in South Africa, Brazil, and Northern Canada, arguing that adult educators must politicize themselves to effectively support indigenous struggles. The analytic tools of historical materialism, class analysis and the study of political economy are proposed for adult education. Participatory research is discussed as one means of socializing the means of producing solutions to the problem of indigenous self-determination.

Keating, Don Draft of a Reaction to "Participatory Research: An Approach to Change" (A Paper by Budd Hall) (February, 1977), 6p.

Keating strongly disagrees with Hall's basic assumptions about the possibility and desirability of participatory research. He discusses four of these, giving clear, concise arguments. His basic position is that research is inherently incapable of being a vehicle for participation. Couched in terms of power, political pressure, and the nature of institutions.

Lindsey, J.K. Participatory Research: Some Comments (1976), Convergence, Vol. IX, No.3.

A short piece which argues that participatory research will open developing countries to capitalist manipulation. Also criticizes Hall (1975) for disregarding the importance of theory.

Moser, Heinz Action Research as a New Research Paradigm in the Social Sciences (at Cartagena, April, 1977), 22p.

This article from experiences in Switzerland in curriculum research begins with a critique of empirical social science as put forward by Popper and calls for development of a methodological core for action research based on "discourse oriented social action". The goal of action research is to find out "true orientations for the common action process".

Oquist, Paul The Epistemology of Action Research (at Cartagena, April, 1977), 29p.

Empiricism, logical positivitism, and structuralism, as well as pragmatism and dialectical materialism, are summarized and discussed from within the contextual framework of Action Research. More space is devoted to pragmatism and dialectical materials as the other three epistemologically reject action research. (Available in Spanish.)

Prentice, Lloyd Words, Pictures, Media - Communication in Educational Politics (1976), Boston: Institute for Responsive Education, 91p.

This book is written to aid the common citizen in utilizing public communication a la the professional. The emphasis is on the "thinking, researching, deciding and organizing" that goes into the planning phase of a communication.

Reed, David The Militant Observer: Redefining the Role of the Social Scientist (no date), Geneva: Institute for Documentation of Cultural Action, 9p.

This is a non-jargony explanation of a methodology for doing action research. Research is "working with an oppressed group to build from the inside of the group an understanding which will contribute to overcoming the oppressive situation or work".

Rojas, Fernando Flapego de las Ciencias Sociales a lo Real. Una Lista de Refleciones (at Cartagena, April, 1977), 34p.

This is a critique of the social science method of research. The process of critique is inseparable from scientific work which has a political meaning - "class" context. The scientific accumulation of knowledge has been done apart from "praxis". It is necessary to destroy mechanical positivism and functionalism and take a marxist approach to the analysis

in order to consider the historical dimension. He develops the ideas of: historical materialism as a critique of positivism; mathematics as a refuge of idealism; the political meaning of the theory and practice - "the political chastity" - of the science only serving the bourgeosie to justify domination; science is a practice, determined historically.

Stinson, Arthur Action-Research for Community Action (May, 1977), Ottawa: Carleton University School of Social Work, 25p. (available from the author).

This paper summarizes several types of community research for action: formative research, systems improvement research, problem solving orientation, model analysis, participatory research, and critical corporate self-consciousness studies. The author argues that while community activists have under-used research, the general concept of action-research is demystifying, appropriate and useful for community action. Further, he states that the only transferable product of action research is the case study, and that the systematic recording and sharing of action-research experiences benefit all community groups.

Swantz, Marje-Liisa Participatory Research - An Educational Approach to Development Studies (October, 1977), Dar es Salaam: University of Dar es Salaam, 13p.*

This document maintains that participatory research is an approach, not a particular method. Various participatory methods are used, according to the political context. A thorough analysis of the scientific use of research will have to be developed, but will only come from learning through practice. The author describes case studies in Tanzania for training researchers. She sees participatory research as providing ideological education for the researcher, and creates dialogical interaction with village participants. Everyone learns and develops.

Swedner, Harald Deficiencies in Action Research and Community Work (at Cartagena, April, 1977), 21p.

Swedner comments on deficiencies in methods used by action researchers which hamper the development of action research as a technique for achieving social change. He lists nine such deficiencies, among them: a neglect of the historical setting, imbalance between goals and available resources, overemphasis on vigourous evaluation. If these basic deficiencies are corrected, many of the risks of action research -e.g., its being used for domestication purposes and the emphasis shifting from "political" to small and unimportant micro-issues - will not become real threats to its functioning in the future.

Vielle, Jean P. Investigacion Participativa para la Planeacion de la Educacion de Adultos (June, 1977) Confernecia CENAPRO, 14p.

The author develops the concept of "permanent education" and its convergence with non-formal education and an educative society. He emphasizes that "learning" is more important than "teaching" (simple transmission of knowledge). He also describes the function of adult education as different from permanent education, and the advantages of participatory research for the planning and realization of adult education.

Whyte, Anne Towards a User-Choice Philosophy in Rural Water Supply Programmes (1976), Assignment Children, No.34, 18p. (available from the author, Institute for Environmental Studies, University of Toronto, Toronto, Ontario Canada).

The article argues that users should decide on the type of new water system or indeed if one is to be installed at all. Rural areas already have user-choice systems, and water use, traditionally multi-source, is an important element of the socio-cultural system. Discussion of decision-making styles in a Mexican village and among Iranian nomads explores the process of making choices across different rural communities. Beliefs and practices about health and disease function to hold the community together. Several suggestions for the design of user-choice systems in rural water supply are offered.

World Council of Churches, Office of Family Ministries Family Power - Social Change (1976), Geneva.

A series of working papers suggest exercises and questions on themes for group action and reflection on family life and social change. For example, group participants are asked to write (or dictate) a story about their parents' families, including decision-making and control, economics and labour, and home education. Participants are then asked to compare family life in the past with the present, to discuss the rate of change, the possibilities of influencing change, to rediscover the past and to strengthen continuity with it.

"Women in Rural Development" (Overseas Liaison Committee) in Rural Development Bulletin (May, 1977), Washington, D.C.: American Council on Education, 36p.

This paper provides a listing and brief summaries of action programs and current research, research projects and proposals, conferences, and workshops, publications and film which focus on rural women in the developing countries of Africa, Latin America, Asia, and the Caribbean.

AFRICA

Christian Council of Tanzania Rural Vocational Education in Tanzania (1977), Dar es Salaam.

This project to study rural vocational education began by using the conventional social science methods but during the process of research, objectives were modified and the use of participatory research methods was undertaken, particularly in the form of local contact teams consisting of peasants, workers and pastors. Researchers at first were inexperienced but found that through solidarity with the people, the roots of the problem could be uncovered. The report is consciously written for the rural peasantry and tries to avoid the oppressive nature of academic reports.

Hall, Budd L. Adult Education and the Development of Socialism in Tanzania (1975), Dar es Salaam: East African Literature Bureau, 144p.

Analysis of the difference between adult education before and after the Arusha Declaration of 1967, which proposed a transformation to socialism. Adult education is analyzed from the point of view of stimulating participation in development.

Jackson, Ted Comparing Two Research Processes: Case Sketches from Canada and Tanzania (February, 1977), Toronto: Participatory Research Team, 4p.*

These notes compare the research processes in a Tanzanian village on grain storage technology and in a Canadian native village on forestry development. Both studies involved local research teams, continuous feedback, and immediate use of the research by the community. Both also used the data-gathering methods of group meetings, and visual representation (diagrams, maps, photos). In both cases there was a key meeting in which the community rejected the advice of outsiders and took control of the research process.

Kassam, Yusuf O. The Voices of New Literates from Tanzania (August, 1977), Dar es Salaam: University of Dar es Salaam Department of Education, 61p.*

This paper presents dialogues, translated from the Kiswahili, with eight new literates from four regions in Tanzania. The new literates discuss their self-perceptions, economic well-being, social relationships, motivation, views on education and knowledge, the practical uses of literacy, and further education in relation to their new skills of reading and writing. Great care is taken to record participants' own words and style of expression. Analysis shows that the new literates are less alienated, less dependent, more assertive, and more politically conscious than before the literacy campaign. The author argues for increased use of the anthropocentric (man-centred) and dialogue approaches to adult education research.

Maher, Doug Cattlemen's Concerns (1973, sec. ed.: 1976), Gaberone, Botswana: University of Botswana and Swaziland, Division of Extra-Mural Studies, Occasional Paper No.1, 33p.

This paper reports on a three-month participant-observer study of a cattle-post in Ngamiland to provide material for relevant core in a proposed literacy program for cattlemen. Specific topics commented on, in excellent detail, include bulls and breeding, castrating and dehorning, bonemeal, boreholes, prices and marketing, financial security, land conservation,

generation gap and living conditions. The author locates cattelmen as victims of urban, consumer-centered policies and challenges the literacy program to entertain a real debate among mature, adult equals on the underlying social issues of cattlemen in the national economy.

Mirie, Ngugi Limuru Literacy Polot Project: An Interim Report,(1976), Nairobi: University of Nairobi Institute of Development Studies, 21p.*

A description of a rural Kenyan community education project which was under the control of the learners. Also represents an analysis by the community of male-female participation in literacy work. Of interest to those engaged in Freire-style literacy projects.

Rundgren, J., and Swantz, M.-L. Village Skills Survey (1976), Dar es Salaam: University of Dar es Salaam Bureau of Resource Assessment and Land-Use Planning, Research Paper No.42.

The report describes this survey of village skills in three districts where villagers themselves were involved in evaluating their own level of education and skills, the extent of their utilization of available skills, reasons for non-utilization and their village training needs in view of development plans. Local officers and political leaders were also involved in organizing and carrying out the survey and in training local coordinators for the work.

Swantz, Marje-Liisa Youth and Ujamaa Development in the Coast Region of Tanzania (1975), Dar es Salaam: Annual Social Science Conference of the East African Universities, 28p.

A report of the application of community-centred research to specific problems in rural Tanzania. Good explanation of approach and details of results. This project, representing one of the first Tanzanian applications of participatory research, stressed the village development goals.

..... "Research as an Educational Tool for Development" (1975), in Convergence, Vol. VIII, No.2, 10p.*

The author describes an experimental pilot survey of skills and resources in 46 villages in Tanzania. The research was based on the principle of the villagers themselves being active participants in the research plan and thereby were motivated to evaluate their own strengths and needs for village development. She clearly describes the basic requirements of participatory research. The survey method described shows that surveys can be planned so that their exploitative aspects are eliminated and they become both educational and motivational.

Swantz, M.-L., Henricson, U.S., Zalla, M., et. al. Socio-Economic Causes of Malnutrition in Moshi District (1975), Dar es Salaam: University of Dar es Salaam Bureau of Resource Assessment and Land-Use Planning, Research Report No. 38.

Six university students lived in their home villages for 3 months and nursing students stayed two weeks in the same villages in this research project which studied the causes of increased malnutrition as well as the position of women in society. As a result of a participatory analysis of their problems and the presence of students in their community, practical action was taken by individual households, such as the building of latrines, starting of vegetable gardens, and the taking of children to clinics.

University of Helsinki Jipemoyo I (Workshop papers presented by the Bagamoyo Research Project Team) (1977), 148p. (available from M.-L. Swantz, University of Helsinki, Finland).

A collection of papers which deals with the theoretical and methodological issues related to the Bagamoyo Project, whose central focus in the role of culture in the restructuring process of rural Tanzania. Participatory methods and historical analysis integrating ethnomusicology with dialectics, materialist phenomenology, critical participation among the Maasai, are examples of themes explored in the collection.

Community Development Trust Fund of Tanzania Appropriate Technology for Grain Storage: Report of a Pilot Project (January, 1977), Dar es Salaam, 120p.

A report of a two-month pilot project where, through discussion groups, Tanzanian villagers investigated local grain storage problems. Solutions were appropriate in that they were based on the villagers' increased understanding of both the principles of grain storage and the structure of their own physical, social, and economic environment. Effects of the project have spread to some twenty other surrounding villages. The report includes excellent discussions of the role of the research committee, village dialogue methodology, technical problems of grain storage, and horizontal transfer of learning from village to village.

ASIA - SOUTH PACIFIC

Bhasin, Kamla Participatory Training for Development (1976), Bangkok, 59p. (available from Action for Development, FAO, Rome).

An in-depth record of a six-week training program for rural field workers from Indonesia, Malaysia, Philippines, and Thailand. Valuable in two respects: the workers were the main trainers and resource persons, and a great deal of attention was given to the group's dynamics as instances of the problems of participation, e.g., sex-roles, living in a group.

Colletta, Nat. J. "Participatory Research or Participatory Put-Down? Reflections on an Indonesian Experiment in Non-Formal Education" (1976) in Convergence, Vol. IX, No.3.

This article is a preliminary report of an attempt to use participatory research methods as a way to design a non-formal education program for a village in the Indonesian province of South Sulewesi. It gives a short description of the steps used, and of the practical issues of cultural norms, roles of local officials, and follow-through. Reflections include a discussion of the dangers of using participatory research as a way to gain credibility for manipulative purposes.

Sommerlad, E. Community Development at Hermannsburg: A Record of Changes in the Social Structure (1973), Canberra: Australian National Univesity Centre for Continuing Education, 90p. (available from the author).

This report analyzes efforts by Church Mission in a small aboriginal community in Australia's Northern Territory to devolve responsibility for community decision-making onto the majority, the Aranda people, at Hermannsburg. In her evaluation of the societal (administration, funding, economic development), institutional (control over bases of power), and community (social relations) constraints on the development process, the researcher suggested more fundamental changes to engage a real transfer of power. In response to the researcher's recommendations, the Mission began to replace its gradualist policy with a policy of complete withdrawal from positions of ultimate control and ownership in Hermannsburg.

Ideas and Action: Special Issue on Asia (1977), Bulletin 116 (issued by the Coordinator, Action for Development, FAO of the United Nations), 52p.

The central theme of this issue is "people's participation in their own development", one of the two basic objectives of FFHC/AD. Examples of some successful experiences, both at the macro- and micro-level, are cited for the geographical region that extends from the Indian subcontinent to Southeast Asia, including the Southwest Pacific.

EUROPE

Fordham, Paul, Poulton, Geoff, and Randle, Lawrence "Action Research in the New Communities Project" in Creating Knowledge: A Monopoly? (Hall and Gillette, eds.) (1978), 32p.

This article discusses the origins of the New Communities Project, its principal objectives and underlying assumptions, the three phases of the project, and concludes with a number of working principles. The New Communities Project arose out of the fact that the majority of adult education students in Britain are drawn from higher socio-economic groups. The principal concern of the Project was to increase participation in adult education among lower income groups and the disadvantaged in areas of urban overspill. The Project team had a combined commitment to action and to research, with the first and second phases of the Project involving an explanatory-action approach while the third phase sought to evaluate the project in an "illuminatory", holistic, manner.

Lovett, T. Adult Education, Community Development, and the Working Class (1975), London: Ward Lock Educational, 175p.

The book discusses adult education work with Liverpool working class, 1969 to 1972. It contains summaries of methods, based on Freire, used in discussion groups in pubs, community centres, with minority groups and with mothers. In addition, the book describes the experience of "Living Today", a radio program series on the family, neighbourhood, school, church, local authority, and government. Local people helped to produce the programs, which also included popular songs and drama. Local groups listened to the programs and discussed them. Appendices present useful sample talking points for working class adults.

..... The Challenge of Community Education in Northern Ireland (September, 1977), New University of Ulster, Northern Ireland, 12p.

Lovett analyzes two models of community education in Northern Ireland - community education as the "arm" of community action, and community education as a community service. The latter he sees as essentially catering to the needs of the middle class, separated from the bulk of the working class. A major criticism he levels at the community service approach is that there is little effort directed to community action or radical social change. He concludes that community education needs to be closely linked and committed to the community action movement. This is the only model of change that he views as capable of handling both the conceptual and practical differences of mobilization for change.

Reed, David Reconstructuring Social Awareness: A Socio-Pedagogical Experience in Industrial Society (no date), Geneva: IDAC, 62p.

This book presents a critical recounting of a reflective process whereby youthworkers in French-speaking Switzerland worked at systematically reflecting on their institutional contexts, redefining political goals, and analyzing their working possibilities. One example is presented in some detail without losing the diversity of the group. This is clearly an interim report, with "failures and successes" reported.

Tuckett, Alan Literacy and Politics (1977), 8p.*

Britain's literacy program is viewed in its economic and political context, e.g., how low government funding reflects political priorities. The apolitical explanation of illiteracy as caused by individual problems is strongly challenged, and the social class connections among illiterates are made. Successful experiments in which literacy students wrote their own stories were explored, where the emphasis was on reading itself as a critical process.

LATIN AMERICA

Beltrans, Luis Ramiro "Alien Premises, Objects, and Methods in Latin American Communication Research" in Communication Research, Vol.3, No.2, (April, 1976), 28p.

The author analyzes the basic premises, constructs, models and methodology of communication research in Latin America in relation to the nature of communication research in the United States. He exposes the negative outcome of this influence, which results from the uncritical transferral of the conceptual frameworks and methodological patterns of the United States to the Latin American situation. He suggests strongly that remedial action must be taken to overcome the reliance on foreign concepts and ideologies to view Latin American reality. He rejects the "neutrality" of social scientists and opts for a communicology of liberation for Latin America, supported by a sociology of nonadjustment and a psychology of nonconformity.

CENTRO (Centro de Estudios de Participacion Popular) Communicacion y Participacion (November, 1974), Lima, Peru, 192p. (available from SINAMOS, Los Ficus 281, Santa Beatriz, Lima).

A series of documents for the social worker on the subject of communication. It includes 1) Joao Bosco Pinto, who provides an analysis of the use of the means of communication in "dependent" and "underdeveloped" countries as serving a dominant ideology. He analyzes the concepts of "dependence" and "underdevelopment/development" and their relationship to education. He critiques the theories of functionalism; 2) Francisco Beltran, who describes the relationship between the ownership of means of communication and the way in which it has influence on the population; 3) Hugo Neira, who analyzes the social conditioning effect of media on the public who receives the information. He critizes the General Law of Telecommunications (in Peru); 4) Francisco Gutierrez discusses the alienation of urban man, resulting from advances in techniques of telecommunications; the marginalization of rural man and the concept of "lenguaje total".

Gaynor, Enrique, and Gaynor, Mirta Ghiorzi A Study of the Effects of Workers' Participation in Agricultural Cooperatives Involved in an Adult Education Program in Peru (July, 1975), Michigan State University, 64p.

A research proposal to study participative (e.g., cooperatives) and non-participative (e.g., corporations) organizations with Peru, and to explore the relationship between participation and the attitudes, motivations, and personal values of superiors and subordinates. They also inten to make comparisons with parallel work done in Austria, Israel, Italy, the United States and Yugoslavia.

..... Bibliographical Compilation concerning Participation in Work Organizations and in Educational Contexts in Peru (June, 1976), 34p.*

This bibliography contains 228 items on participation in work organizations and educational contexts in Peru, 208 of which are in Spanish. The introduction differentiates between participation bearing on the identity of man within his work situation (Tannenbaum) and participation centred on identity within the learning process (Freire). Items show differences between formal and informal participation, actual and perceptual participation, conditions under which participation works and problems involved in the transition from lesser to greater participation.

Germani, Gino Problems of Establishing Valid Social Research in the Underdeveloped Areas (no date), University of Buenos Aires, 11p.

This article, written during the early Sixties by a prominent Latin American sociologist, discusses the importation of research methodologies to Latin America. It provides some critique of the appropriateness of modern social research in underdeveloped countries, of using U.S. tools, texts, etc., and it emphasizes the need to analyze concrete conditions and to grant priority to research which contributes to basic knowledge on Latin American societies. It suggests that empirical research may play a part in verifying a theory, or creating or reinforcing ideology, as part of dependency.

Center for International Education Non-Formal Education in Ecuador 1971-1975: An Approach to Non-Formal Education (1975), Amherst, Mass.: University of Massachusetts.

This is a report of a non-formal education project in Ecuador which attempted to use education as a tool for social rather than personal or economic development. The focus was Freirean - critical understanding rather than reception, community action rather than increased purchasing power. An excellent reference for those involved in development at the most local level. The work group developed process, models, and materials of community learning around the facilitator, membership of the community, learning games, work in groups, puppets, photo-nouvellas, radio, theatre.

Pedlar, M. Un Enfoque Sobre la Investigacion de la Accion para Intervenciones de Adiestramiento (1976), Centro Nacional de Productividad de Mexico AC, Separata de revista Productividad y Desarrollo, No.16, 20p.*

The author develops the concept of action research and its relationship with training and education. The objectives of action research are to identify problems, develop solutions, and implement change in a cooperative way. He makes parallels between a logical deductive or scientific method and action research.

Rudquist, Anders Reflexion Critica Sobre una Experiencia de Investigacion en Colombia (at Cartagena, April, 1977), 27p.

The author explains the concept of "action research" as a reaction against traditional methods of the social sciences. He develops an analysis of action research in Colombia (1972-1975) which took place in three rural communities. Problems analyzed include selection of the places for the action research, the need of a preliminary political discussion of the goals and methods for the action research, and the disparity between the model and empirical reality.

Zuniga, Ricardo B. The Experimenting Society and Radical Reform (The Role of the Social Scientist in Chile's Unidad Popular Experience) (September, 1974), New York, 44p.*

Zuniga, a Chilean psychologist, describes the impact of the radical social reform of the Allende period on all social sciences. He links the historical and political changes to the social science paradigms. He notes the "pyschological arsenal we had available was not universal and culture-free. Nor was it sufficiently democratic in its implications to be fully rational". Scientific paradigms are seen as subordinate to broader philosophical and political frameworks.

NORTH AMERICA

Arruda, Marcos Experiences in Dialogical Education: Travel Report (June, 1975), Geneva: Internship Program/Institute for Cultural Action, 26p.

This is a report of a trip made by a Brazilian exile to various parts of the United States in 1973. The purposes of the trip were two-fold: 1) to participate in seminars about consciousness-raising and about ideas for an education for liberation; 2) to develop contacts in relation to the work of education-mobilization-organization of North Americans developed by Common Front for Latin America. In conclusion, he critically evaluates the attitudes/reactions of individuals and groups he spoke with. There is, he believes, a general feeling of powerlessness. There is also an artificial separation between a particular problem and the context to which it belongs, and problems are compartmentalized - there is a failure to see the connection between problems.

Challenge for Change/Societe Nouvelle (Summer, 1973), Access: National Film Board of Canada, 35p.

This is one of several quarterly editions of a journal published in the early 1970s (until 1975) by Challenge for Change, an experimental five-year pilot program started by the National Film Board of Canada to explore the use of film and VTR as catalysts in social change processes. Two experiences are described: the Skyriver Project, which attempted to provide access to both video equipment and a professional film crew for Eskimo village people, particularly in the Lower Yukon River area of Alaska and another project involving French Canadian women in making a film documenting their diverse experiences as women.

Draper, James (ed.) Citizen Participation: Canada - A Book of Readings (1971), Toronto: New Press.

This book contains 30 essays on various aspects of citizen participation in Canada. Theoretical and methodological questions and case study experiences are discussed.

Jackson, Ted Dene Learning for Self-Determination and the Mackenzie Valley Pipeline Inquiry (1974-1977): Struggle, not Collaboration (1977), Toronto: Participatory Research Project Working Paper No.2, 15p. (available in Spanish).*

This case study examines the learning of the Dene (Indian and Metis) people of Canada's North during a government inquiry into a proposed national gas pipeline through their lands. Southern, non-native environmentalists, churches, and community groups aligned with the Dene against the multi-national hydrocarbon energy cartel. In this context, the Dene presented their land-use study -- participation research into traditional hunting and trapping practices in the North -- to the pipeline inquiry. It is argued that, in a broader sense, Dene participation in the inquiry resulted in a recovery of their culture and history and knowledge of how to build southern support for their decolonization.

Joyce, Bruce Knowledge from the Field (June, 1977), Palo Alto: Conference about Urban/Rural Projects, 23p. (available from the author, Stanford University).

This report discusses lessons learned from the last few years by the Urban/Rural Projects of the Teacher Corps in the United States. The knowledge gained from these projects, whose purpose was to initiate community councils responsible for local educational decision-making, is summarized under the following headings: starting up a council, membership, leadership, organization, relationship to the Board of Education, institutionalization. Corresponding to these sections is a series of questions which community people can use when setting up their own councils.

Katz, Elihu "Notes on the Unit of Adoption in Diffusion Research" (1962) in Sociological Inquiry, Grennell College, Iowa, 4p.

This is a short article pointing out the social bases for the way people adopt changes or "innovations". It gives a theoretical explanation for how the same changes may happen in different ways in different situations or cultures. Participation can be functionally defined as a "division of labour", the character of which determines the extent of participation.

Keating, Donald R. "The Future of Neighbourhood Organizing" (1977), Community Organizing Institute of Canada (in press for Chekki, D.A., ed., Community Development: Canada in Comparative Perspective), 33p. (available from the author, 5 Dufresne Court, Toronto, Ontario, Canada).

This is an outline of the past, present, and future of neighbourhood organizing. The paper does not deal with research. However, it is a study of the failure of mass participation movements in North America in the 1960s. It outlines organizing philosophies and techniques which are applicable to research, such as the power of bureaucracies, how service agencies co-opt the problem-solving abilities of local groups, and the role of power in participation.

..... The Power to Make It Happen: Mass-Based Community Organizing, What It Is and How It Works (1977), Toronto: GreenTree Press, 246p.

This book traces in detail the four-year development of the Greater Riverdale Organization, a mass-based community organization in working-class Toronto, Canada. Written as a manual for community organizers, the book illustrates the principle that winning an issue is no less important than building a strong community organization. Specific neighbourhood actions, funding crises, the organizing of a community convention, and the contradictions of participatory democracy versus representative democracy are analyzed in the case study.

London, Jack and Wenkert, Robert Obstacles to Blue-Collar Participation in Adult Education (1964), Berkeley: University of California Survey Research Centre (reprinted from Blue-Collar World: Studies of the American Worker), 13p.*

This article explodes five myths which have acted as obstacles to American worker participation in adult education: 1) workers are naturally apathetic; 2) workers are not capable of sustained intellectual effort; 3) they do not appreciate the value of education; 4) intellectual ability is determined early in life; and 5) people lose the ability to learn with increasing age. Other obstacles, identified through empirical study, included lack

information about programs, being too tired after a full day of work, feeling "too old to go back to school", and a lack of skill with "bookish" activities. The authors call for a rethinking of the objectives of adult education.

Nahanni, P., Pailissey, W., Charlie, J., Greenland, F., and Menticoche, B. Statement of Evidence before the Mackenzie Valley Pipeline Inquiry, Yellowknife, Northwest Territories, Canada, April, 1976. 43p.*

The Statement describes land use and occupancy from a study in the Mackenzie District. carried out by the Indian people. Methodology was defined, controlled, and carried out by Indian Brotherhoods. The resulting land-use maps of hunting and fishing patterns were given as supportive evidence to stop the destruction of the land by the proposed multi-national gas pipeline. Contains many statements in the people's own words.

Nazko-Kluskus Study Team Report to Nazko and Kluskus Bands of Carrier Indians (9174), Nazko Village, Quesnel, British Columbia, Canada, 55p.

The report was written to the Nazko-Kluskus tribes in British Columbia interior by a study team of local people and hired outsiders, recommending that no large-scale development -- such as logging operations by the provincial government -- be permitted until the people have had time to carry out multi-use resource planning. The report contains quotes from local residents, historical analysis presented in land-use maps, and descriptions of current reality as told to researchers by the people. The style and layout of the report are popular and accessible.

Ojibway Tribal Education Inc.; Ontario Institute for Studies in Education, and The Ministry of Education (Ontario) Neenuwind: A Community Education Project (1976), Toronto, Ontario, Canada, 200p.

Circulation of this report is restricted until 1978 by the Ontario Ministry of Education (information about it is available). It is very valuable because of the exhaustive process documentation of the project itself. It describes in detail the pitfalls and successes of participation and the role of all parties concerned.

Puerta, Ivette and Bruce, Robert Data Collection with Low Income Residents (1974), New York: New York State College of Agriculture and Life Studies, Cornell University, 20p. (available from authors).

A case illustrating partial, and partially accidental, participation in research by community people. The report given good practical cases of importing skills (such as interview techniques, use of tape recorders), as well as incidents where participation was consciously ruled out by the original survey design.

Rivera, William M., and Rockhill, Kathleen Educational Needs, Interests, and Concerns in East Los Angeles: A Grassroots Needs Assessment (August, 1976), East Los Angeles College Regional Consortium, 49p. (available from the authors, Department of Education, UCLA, Los Angeles, California 90025).

This research study was initiated by a community college system. It represents an effort by outside researchers to use a Freirean approach and illustrates many of the conflicts between traditional top-down approaches and community-controlled alternatives. There is an interesting discussion on "forms for practical action".

Stinson, Arthur Citizen Action: An Annotated Bibliography of Canadian Case Studies (1975), Ottawa: Community Planning Association of Canada.

The case studies are categorized in the following way: indigenous organizing, agency outreach, government invitation to participation, advocacy, community development and community organizing. Experiences include urban and rural, Native people and middle class communities from all Canadian provinces and territories. The author argues for the need for more and better case studies and proposes several case study outlines for practitioners to record their work and to add to the cumulative Canadian experience.

Journals

While there are many journals which contain relevant articles from time to time, the two listed below make a point of publishing material along participatory research lines.

Convergence, Quarterly journal of The International Council for Adult Education, 29 Prince Arthur Avenue, Toronto, Ontario, Canada M5R 1B2. Subscriptions: North America $12.00; outside North America: $10.00; Students: $8.00. Of particular interest is Vol.VIII, No.2, 1975 - a special issue on participatory research.

Ideas and Action Bulletin, FFHC/Action for Development, Food and Agriculture Organization of the United Nations, Room 00100, Italy. Available upon request; emphasis on case studies of grass roots experiences.

THE INTERNATIONAL COUNCIL FOR ADULT EDUCATION

PARTICIPATORY RESEARCH PROJECT

About the Participatory Research Working Papers

These papers represent ideas and work in process. They have been stimulated and supported by the work of the Participatory Research Project. The Project, within The International Council for Adult Education, has as its goal the study and dissemination of information about research processes which focus on popular groups in the exploration and transformation of their own reality.

These papers are supported by The Edward W. Hazen Foundation.

We invite your suggestions, contributions, and critique. Please duplicate and distribute these papers at will. We would be interested to know if you do.

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